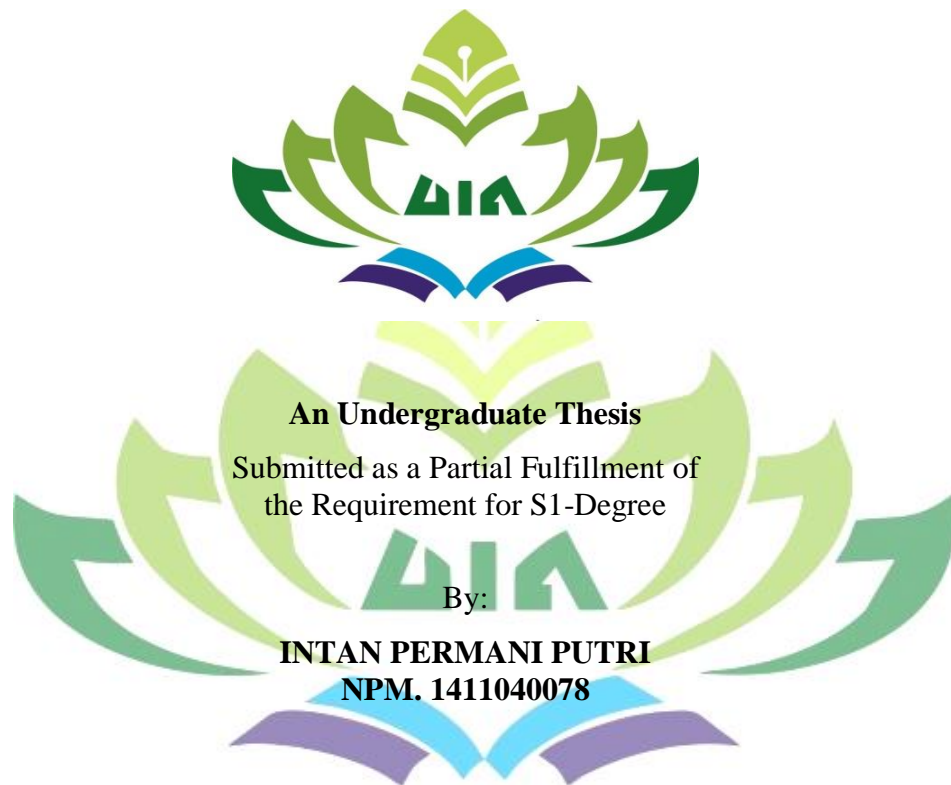


**THE INFLUENCE OF USING PROBLEM BASED LEARNING MODEL
TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH
GRADE OF THE FIRST SEMESTER OF MAN 1 LAMPUNG
TENGAH IN THE ACADEMIC YEAR OF 2019/2020**



An Undergraduate Thesis
Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By:

INTAN PERMANI PUTRI
NPM. 1411040078

Study Program : English Education

Advisor : Rohmatillah, M.Pd
Co-Advisor : Istiqomah Nur Rahmawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING PROBLEM BASED LEARNING MODEL TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF THE FIRST SEMESTER OF MAN 1 LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020

Speaking is an effective way to use in real communication. It is impossible if someone will ask a question they must ask in writing. It means that the key to communication is speaking and communication in speaking can make human life relation running well. Speaking gives an explanation can be more easy to receive with the listener. For students in senior high school, speaking is one of skill should be mastered. In speaking class students should speak to participate actively. Although, the fact many class very quiet in speaking class, students only speak when they get asked from the teacher.

The quasi experimental design was used in this MAN 1 Lampung Tengah. In collecting the data the writer used instruments in the form of research with pre test and post test. The samples of research were two classes consisting of 30 students for experimental class and 33 students for control class. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of this research was the eleventh grade of multiple choice test. After administering pre test and post test, the writer analyzed that normal distribution and homogeneous by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that the value of significant generated $Sig. (P_{value}) = 0.002 < \alpha = 0.05$. It means that, H_a is accepted and H_o is rejected. Based on the computation, it could be concluded that there was significant influence of using problem-based learning model towards students' speaking ability at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

Key words: analitical exposition, problem based learning model, quantitative research, speaking ability.



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING PROBLEM BASED
LEARNING MODEL TOWARDS STUDENTS'
SPEAKING ABILITY AT THE ELEVENTH GRADE
OF THE FIRST SEMESTER OF MAN 1 LAMPUNG
TENGAH IN THE ACADEMIC YEAR OF 2019/2020**

Student's Name : INTAN PERMANI PUTRI

Student's Number : 1411040078

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State University of
Islamic Studies Raden Intan Lampung**

Advisor

ROHMATILLAH, M. Pd
NIP. 198105082007102001

Co- Advisor

ISTIQOMAH NUR
RAHMAWATI, M. Pd

**The Chairperson of
English Education Study Program**

MEISURI, M. Pd
NIP. 19800515 200312 2 004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandarlampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING PROBLEM BASED LEARNING MODEL TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF THE FIRST SEMESTER OF MAN 1 LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020**, By: **INTAN PERMANI PUTRI, NPM: 1411040078**, Study Program: English Education, was tested and defended in the proposal seminar held on: **Monday, December 16th 2019**.

Board of Examiners:

The Chairperson : Dr. Melinda Roza, M.Pd


(.....)

The Secretary : Dr. Nur Syamsiyah, M.Pd


(.....)

The Primary Examiner : Fithrah Auliya Ansar, M.Hum


(.....)

The First Co- Examiner : Rohmatillah, M.Pd


(.....)

The Second Co- Examiner : Istiqomah Nur Rahmawati, M.Pd


(.....)

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

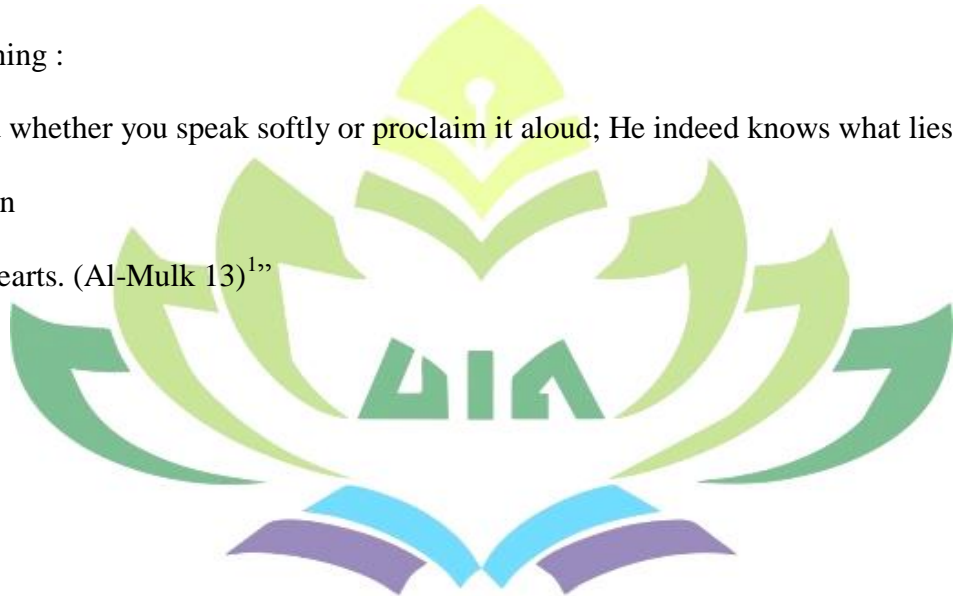
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَأَسِرُّوا قَوْلَكُمْ أَوْ أَجْهَرُوا بِهِ ^ط إِنَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ ﴿١٣﴾

Meaning :

“And whether you speak softly or proclaim it aloud; He indeed knows what lies within the hearts. (Al-Mulk 13)¹”



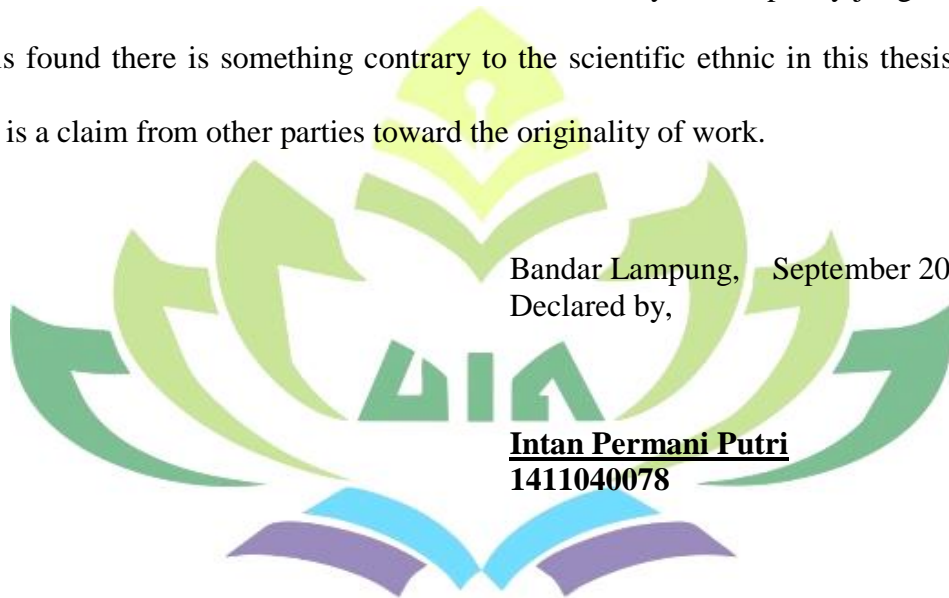
¹ Maulawi Sher ‘Ali, *Arabic Text and English Translation*, Present Edition, Islam International Publication Limited, 2004, p.354

DECLARATIONS

Hereby I clarify that this is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources and they are properly acknowledge in my paper. I do not copy or quote with the way that is against the sciencific ethnics. From the statement above, I am ready to accept any judgement if it is found there is something contrary to the scientific ethnic in this thesis or there is a claim from other parties toward the originality of work.

Bandar Lampung, September 2019
Declared by,

Intan Permani Putri
1411040078



DEDICATION

Praise and gratitude to Allah for is abundant blessing to me and then from my deep heart and great love, this thesis is dedicated to:

1. My beloved parent, Mr. Wakimin and Mrs. Wantinem who always pray for my success and give me motivation and support me to study hard until now.
2. My beloved sister, my beloved brother, my beloved aunt Siti Fatimah, my beloved cousin Inti Fitriasaki and Wahyu Yuliadi.
3. My beloved partner, Kimy Satria, who always give me spirit to finished this thesis.
4. My beloved Ceunah, Feni Indriani, S.Pd, Indha Liesta, S.Pd, Ayu Ardianti, Meirizha Putri Rizkia, Siti Ratna Ayu, S.Pd, Febri Indriyani S.Pd, who always support in this thesis.
5. My beloved friends in PBI 2014, who always give me support and thanks for experiences in four years.
6. My beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer's name is Intan Permani Putri. Her nick name is Intan. She was born in Bumi Kencana on January 23th, 1996. She is the sixth of Mr. Wakimin and Mrs. Wantinem daughter.

She began her study at TK Bumi Kencana in 2001 and graduated in 2002. Then she continued at elementary school at SDN 3 Bumi Kencana in 2002 and graduated in 2008. After she graduated from elementary school in 2008, she continued her study at Junior High School at SMPN 3 Bandarjaya in 2008 and graduated in 2011. Then she studied at MAN 1 Lampung Tengah in 2011 and graduated in 2014. After that she continued her study at State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined organization in her faculty, called ESA (English Student Association) as a member of secretary management.

ACKNOWLEDGEMENT

First of all, praise be to Allah, the Almighty God, the most Merciful and the Most Beneficent for blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Problem Based Learning Model Towards Students’ Speaking Ability at the Eleventh Grade of the First Semester of MAN 1 Lampung Tengah in the Academic Year of 2018/2019” is completed. This thesis submitted as a part of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

Then, thanks to the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor who has patiently guided and directed the researcher until completion of this thesis.
4. Istiqomh Nur Rahmawati, M.Pd the second advisor, who has given guidance and supervision, especially in correcting this thesis.

5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the writer since the beginning of her study.
6. H. Wiranto, S.Pd, M.Pd.I, the Headmaster of MAN 1 Lampung Tengah and all the teachers and staff who have helped the writer in collecting data.
7. Tiza Okta Kurniawan, S.Pd and all English teacher of MAN 1 Lampung Tengah who given guidance and spirit in conducting this research.
8. The writers' beloved all of friends in English Education Study Program of UIN Raden Intan Lampung, especially class B thank you for your help and motivation that given to the writer.

Finally, it is fully aware that there are still many weaknesses in this thesis. Therefore, it truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, October 2019
The Writer,

Intan Permani Putri

TABLE OF CONTENTS

COVER	i
ABSTRACT.....	ii
APPROVAL.....	iii
ADMISSION.....	iv
MOTTO	v
DECLARATION.....	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES	xiii
LIST OF APPENDICES.....	xiv

CHAPTER I. INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	9
C. Limitation of the Problem.....	10
D. Formulation of the Problem.....	10
E. Objective of the Research.....	10
F. Significance of the Research.....	11
G. Scope of the Research.....	11
1. Subject of the Research	11
2. Object of the Research	11
3. Place of the Research	11
4. Time of the Research.....	12

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Speaking	13
1. Speaking Ability	14
2. Students' Speaking Ability.....	16
3. Elements of Speaking.....	17
4. Types of Speaking	20
5. Teaching Speaking	22
6. Types of Classroom Speaking Performance	22
7. Assessing Speaking	24
B. Problem Based Learning (PBL)	26
1. Principles of Problem Based Learning	27
2. Procedure of Problem Based Learning.....	28
3. Procedure of Teaching Speaking.....	33
4. Procedure of Teaching Speaking Through Problem Based Learning Model.....	35
5. The Advantages and Disadvantages of Problem	

	Based Learning Model	38
C.	Small Group Discussion Model	39
1.	Principles of Small Group Discussion Model	40
2.	Procedure of Small Group Discussion Model	41
3.	Procedure of Teaching Speaking Through SGD Model	42
4.	The Advantages and Disadvantages of SGD Model	45
D.	Frame of Thinking	46
E.	Hypothesis	48

CHAPTER III. RESEARCH METHODOLOGY

A.	Research Design	50
B.	Research Variable	51
C.	Opearational Definition of Variable	51
D.	Population Sample and Sampling Technique	52
1.	Population	52
2.	Sample	53
3.	Sampling Technique	53
E.	Data Collecting Technique	54
F.	Research Instrument	55
1.	Pre-test	55
2.	Post-test	56
G.	Research Procedures	56
H.	Criteria for Evaluating Students' Speaking Ability .	58
I.	Validity and Reliability	60
1.	Validity of the Test	60
a.	Content Validity	61
b.	Construct Validity	61
2.	Reliability of the Test	62
J.	Data Analysis	63
1.	Fulfillment of the Assumption	
a.	Normality Test	63
b.	Homogenety Test	64
2.	Hypothetical Test	65

CHAPTER IV RESULT AND DISCUSSION

A.	Result of the Research	66
1.	Result of Pre-Test	66
2.	Result of Post-Test	68
3.	The result of Normality Test	69
4.	The result of Homogenety Test	70
5.	The result of Hypothetical Test	71
B.	Discussion	73

CHAPTER V CONCLUSION AND DISCUSSION

A.	Conclusion.....	77
B.	Suggestion	78

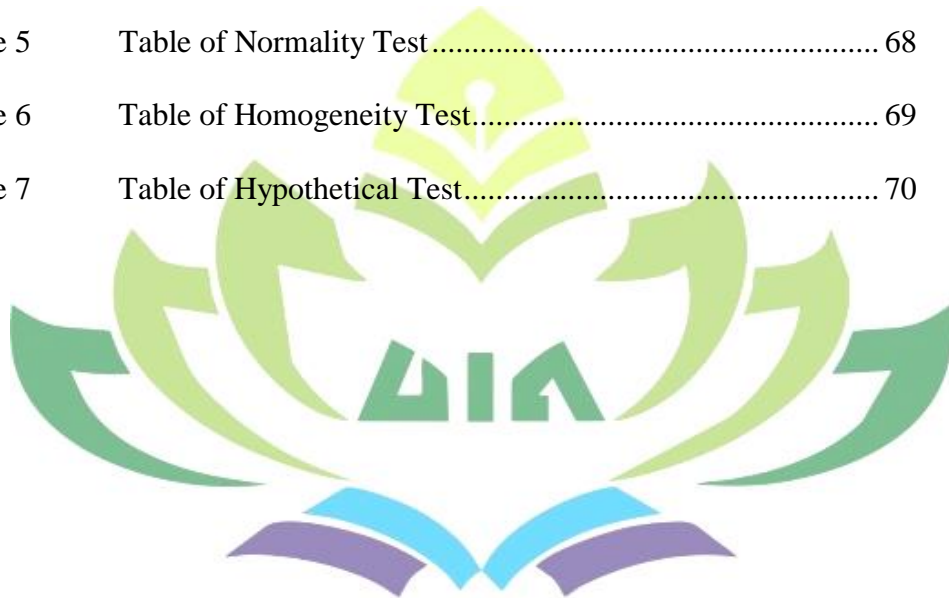
REFERENCES	81
-------------------------	-----------

APPENDICES	84
-------------------	-----------



LIST OF TABLES

Table 1	Scoring Standards and Range in Speaking Assessments	5
Table 2	Tables of the Rating Sheet Score	24
Table 3	Number of Students of Eleventh Grade at MAN 1 Lampung Tengah	51
Table 4	Tables of the Rating Sheet Score	56
Table 5	Table of Normality Test.....	68
Table 6	Table of Homogeneity Test.....	69
Table 7	Table of Hypothetical Test.....	70



LIST OF APPENDICES

Appendix 1A Teachers' Interview Guideline	81
Appendix 1B Teachers' Interview Transcript.....	82
Appendix 1C Teachers' Interview Result	84
Appendix 2A Students' Interview Guideline	85
Appendix 2B Students' Interview Result.....	86
Appendix 3A Syllabus Class 11	91
Appendix 4A Lesson Plans of Experimental Class.....	93
Appendix 4B Lesson Plans of Control Class	114
Appendix 5A Students' Speaking Score	136
Appendix 5B Instrument of Pre-Test	138
Appendix 5C Instrumen of Post-Test.....	141
Appendix 6 Expert Validation Form for Speaking Test	144
Appendix 7 List of Sample Research.....	145
Appendix 8 Score Pre-test in Control Class.....	147
Appendix 9 Score Pre-test in Experimnetal Class	148
Appendix 10 Score Post-test in Control Class	149
Appendix 11 Score Post-test in Experimental Class.....	150
Appendix 12 The Result of Normality Test.....	151
Appendix 13 The Result of Homogenety Test.....	152
Appendix 14 The Result of Hypothetical Test.....	153
Appendix 15 The Result of Reability of the Test.....	154
Appendix 16 Picture of Treatment in Experimental Class.....	159

Appendix 17 Students' Transcription on Pre-Test in Experimental Class...	161
Appendix 18 Students' Transcription on Post-Test in Experimental Class .	163
Appendix 19 The Originality Report	165



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a system for the expression of meaning.² It means that language is the system of communication to deliver the message from the speakers to the listener in their interaction environment. A language used to express ideas, opinions, and feelings, people can fulfill their needs of life by communication with each other and people can transfer knowledge by using language.

In the world, there are many languages to use such as English, Arabic, Indonesia, and Mandarin. Brown says that language is more than a system of communication. It involves which person, educational, and developmental communicative process.³ It means that language is important in human life because as the human being, people use language to deliver message or ideas from the speaker to the reader in the interaction among themselves or with the environment. People who are able to communicate will be easier to get more information and knowledge. So, without language, we cannot interact and express feelings to each other.

In learning English, there are four language skills that should be mastered by students. The four language skills are listening, speaking, reading and

²Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 10.

³H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), p. 21.

writing. Listening and reading are called receptive skills whereas speaking and writing are productive skills. In spite of writing, speaking is done at the real-time one producing without editing and revising.⁴ It means that the students will have much time to practice their speaking ability not only inside the class but also outside and helps them become socialized and makes students become more active in the learning process and at the same time makes their learning more meaningful and fun for them. In this case, the writer focuses on speaking ability.

Speaking is the direct route from one mind to another and is the way we usually choose when we want to ask a question, or give an explanation.⁵ Speaking is an effective way to use in real communication. It is impossible if someone will ask a question they must ask in writing. It means that the key to communication is speaking and communication in speaking can make human life relation running well. Speaking gives an explanation can more be easy to receive with the listener. For students in senior high school, speaking is one of skill should be mastered. In speaking class students should speak to participate actively. Although, the fact many classes very quiet in speaking class, students only speak when they get asked from the teacher.

Based on the syllabus in the eleventh grade, the students should be able more actively to express the meaning of simple monologue text, such as

⁴Ganesh B. Mundle, *Teaching Receptive and Productive Language Skills with the Help of Techniques*, Pune Research Journal, Vol 1 Issue2, available on <http://gg.gg/cyo4i>, accessed on Wednesday, 23rd, January, 2019.

⁵Christhoper Turk, *Effective Speaking: Communicating in Speech* (Cardiff: Taylor and Francis), p. 9.

narrative, descriptive and analytical exposition.⁶ It can be concluded that there are many kinds of a text, every text has differenced each other. The writer focused on monologue text especially in analytical exposition to improve their speaking ability because many students cannot express the meaning in simple monologue text correctly.

The goal of teaching a second or foreign language is to provide the students with the skills which enable them to communicate in the target language.⁷ So, the teacher should give the students the opportunity to use the target language to communicate with others in daily life. In speaking class, the teacher can improve the students speaking ability with their communication. It can be an effective way for the teacher to know whether the students active in class or not.

Based on the preliminary research on Monday, September 17th, 2018 by interviewing an English teacher in MAN 1 Lampung Tengah and some students of MAN 1 Lampung Tengah, the writer found out some students' problems when learning about English especially in speaking such as: a) they were afraid to make mistake in pronunciation and speak up in front of the class, b) they have difficulty to speak English fluently because they lack in

⁶Syllabus of English Subject for Eleventh Grade of MAN 1 Lampung Tengah, Unpublish

⁷Marianne Celce-Murcia, *Teaching English as Second or Foreign Language* (Rowley: National Geographic Learning, 2014), p. 8.

vocabularies, c) they felt bored when the teacher does not use an interesting technique in teaching speaking.⁸

From that interview, the writer also got the data that showed more than 60% of students of eleventh grade did not pass the minimum score, from two hundred and ninety-three students of the eleventh grade of MAN 1 Lampung Tengah there are 184 students (65.95 %) got score under 70 (see the appendix 5). The teacher also said that he did not used specified the criteria of minimum mastery (KKM) score for speaking skills, so far only using English in the criteria of minimum mastery (KKM) score from the school. So, the writer used the criteria of minimum mastery (KKM) score from the school.

Because the criteria of minimum mastery (KKM) score of English subjects at that school is 70. It indicated that most students still faced difficulties in speaking ability so that the writer decides to use Brown's. According to Brown, there are five components are generally recognized in scoring speaking, they are: grammar, vocabulary, comprehension, fluency and pronunciation.⁹ It was also supported by Brown's scoring standard about speaking assesment that showed most of the students still do not get the standard score. Here are the table of scoring standard based on Brown:

⁸Tiza Okta Kurniawan, S.Pd, the English Teacher in MAN 1 Lampung Tengah, *An Interview*, on Monday, September 17th, 2018, unpublished.

⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), p. 172-173

Table 1
Scoring Standards and Range in Speaking Assessments

Standards of Scoring	Range of Score	Total of Students	Percentage
Excellent	80 -100	4	1.43
Very Good	73 -79	42	15.05
Good	65 -72	54	19.35
Average	60 – 64	35	12.54
Poor	56 – 59	89	31.90
Very Poor	≤55	55	19.71
Total		279	100.00

Source: The Document of MAN 1 Lampung Tengah

From the data on table 1, it can be seen that very poor is the low scoring, from two hundred and ninety-three students of the eleventh grade of MAN 1 Lampung Tengah there are 4 students (1.43%) who got of score excellent, 42 students (15.05%) who got score very good, 54 students (19.35%) who got score good, 35 students (12.54%) who got score average, 89 students (31.90 %) got range of score poor and 55 students (19.71%) who got score very poor. It means most students still faced difficulties in speaking ability.

Furthermore, the writer did not only interview the teacher, but also the writer interviewed some students of the eleventh grade. Based on the result of interviewing some students, the writer found that the students were afraid of making mistakes when they spoke English, the students had difficulties in speaking English fluently because their vocabulary mastery was low and they were not confident to speak English because their mother tongue that will be affected their speaking ability and pronunciation of their words is not clear

enough, so the students get difficulties in using speaking English.¹⁰ That was the problems by the students of the eleventh grade of MAN 1 Lampung Tengah. Besides, the class condition and teacher's way in teaching learning process is less attractive.

Based on the preliminary research, the writer found the cause of the problem is that the students' speaking ability was still low. It happens because the students do not feel confident to use English due to they think that their speaking performance is not good enough and they feel shy to speak up because the teacher does not use various learning model to make the class more engaging in teaching speaking. In this case, the teacher asks them to open the page on the book, then the teacher gives the explanation of material, and students make a dialogue or monologue, after that the students perform in front of the class. It means that the students felt bored, so the teacher needs a new learning model, that is problem-based learning model. This learning model can make the students more attractive and more active especially in learning speaking.

In teaching speaking, the teacher should have the suitable method, technique, game, and model learning. The teacher should give suggestion and motivation to students to active in English class and make the students feel attractive when learn English such as always using English language in communication. So, the students will feel more challenge to doing it. Then,

¹⁰Students of MAN 1 Lampung Tengah, *An Interview*, on Monday, September 17th, 2018, unpublished.

the teacher should use various way. There are many learning models to teach speaking skill, one of them is using problem-based learning model. According to Barrows in Barret said that the problem-based learning is the learning that results from the process of working towards the resolution of problem. The problem is encountered first in the learning process.¹¹ It means that problem-based learning model focuses on students learning and to know what the problems they feel in learning process.

Problem-based learning is an instructional model that initiates students' learning by creating a need to solve an authentic problem. During the problem-solving process, students construct content knowledge and develop problem-solving skills as well as self-directed learning skills while working toward a solution to the problem.¹² The writer concludes that problem-based learning is the model which solves the problem based on the current issues. Problem-based learning is effective to activate prompt speaking of students as they are focusing on solving the problem and to help them to interact with peers.

Based on the previous research that was done by Amalia entitled "The Effect of Problem-Based Learning Model to the Tenth Grade Students' Reading Comprehension at SMK PGRI 2 Kediri in the Academic Year of 2015/2016 showed that teaching reading using problem-based learning

¹¹Terry Barrett and Sarah Moore, *New Approaches to Problem Based Learning Ravitalising Your Practice in Higher Education*, Second Edition (New York: Routledge, 2011), P. 19.

¹²W. Hung, D. H. Jonassen, and R. Liu, *Problem Based Learning : Handbook of Research on Educational* (Philadelphia: Citeseer, 2008) p. 486

model, mostly the students are able to comprehend text well using problem-based learning model. This technique makes the learning process become easier and more enjoyable so that the students can overcome their difficulties in reading. Besides, the students' ability in comprehending the text becomes much better.¹³ In the previous research, Amalia used problem-based learning to improve reading ability in reading comprehension. In this research, the writer focused on speaking ability by using problem-based learning to make the students more attractive and more active especially in learning speaking.

Another previous research by Pradani entitled, "the effect of problem based learning models into jigsaw on critical thinking ability and student learning results" the previous had been done at the eleventh Grade Student of SMA Brawijaya Smart School in the academic year of 2015/2016 also revealed that the combination of using problem based learning Jigsaw learning models is able to develop students' learning abilities, especially in aspects of thinking ability and learning outcomes because with this learning students ask questions more, argue, and discuss problems solving so that students can improve their thinking skills and learning outcomes.¹⁴ In the previous research Pradani used the combination between problem based learning and jigsaw on critical thinking. In this research, the writer is going to

¹³Zainu Sierly Amalia, *The Effect Of Problem Based Learning Model To The Tenth Grade Students' Reading Comprehension At SMK PGRI 2 Kediri In Academic Year 2015/2016*, (Kediri: Universitas Nusantara PGRI Kediri, 2015), p.1, available on <http://gg.gg/cyo21>. Accessed on Monday 24th, September, 2018.

¹⁴Ninda Cynthia Pradani, *The Effect of Problem Based Learning (Pbl) Learning Models into Jigsaw on Critical Thinking Ability and Student Learning at The Eleventh Grade Student of SMA Brawijaya Smart School in the Academic Year of 2015/2016*, (Malang: Universitas Negeri Malang, 2015), p.8, available on <http://gg.gg/cyo11>. Accessed on Tuesday 25th, September, 2018.

focus on speaking ability by using problem-based learning. The writer takes speaking ability because it is appropriate based on the materials in English Curriculum for Islamic Senior High School at eleventh grade. In the previous research, problem-based learning can develop the students' learning abilities, especially in aspects of thinking ability. In this research, the writer will make the teaching-learning process ran well and students more interest and motivate in speaking ability.

Based on the explanations above, the writer conducted a research entitled: The Influence of Using Problem Based Learning Model towards Students' Speaking Ability at the Eleventh Grade of the First Semester of MAN 1 Lampung Tengah in the Academic Year of 2019/2020.

B. Identification of the problem

Based on the background of those problems, the writer identifies the problems as follow:

1. The students' speaking in English was still low. Based on scoring standards and range in speaking assessments that showed students speaking was poor.
2. The students were afraid to make mistake in pronunciation and speak up in front of the class.
3. The students have difficulty to speak English fluently because their vocabulary mastery was still low.

4. The students felt bored when the teacher does not use an interesting way in teaching speaking.

C. Limitation of the Problem

The writer limited the problem only on the influence of using problem based learning model towards students' speaking ability in monologue of analytical exposition text at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the identification and limitation of those problem, the writer formulated the problems as follows: Is there a significance influence of using problem based learning model towards students' speaking ability in analytical exposition text at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether or not there was a significant influence of using problem based learning model towards students' speaking ability in analytical exposition text at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

F. Significance of the Research

The writer expects that there was some uses of this research as follows:

1. This research as a pre-requirement to get S1 degree and as a standards for the writer to be a good teacher.
2. As a source of information for future research on problem based learning model to the reader.
3. For the school, as a information and increase knowledge about problem based learning model between teacher and students in the clasroom.
4. As a references and information to the English teacher and the students related to the problem in problem based learning model between teacher and students in the classroom.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of this research was the students at the first semester of the eleventh grade of MAN 1 Lampung Tengah.

2. Object of the Research

The object of this research was the students' speaking ability and the use of problem based learning.

3. Place of the Research

The place of this research was conducted at MAN 1 Lampung Tengah.

4. Time of the Research

The research was conducted at the eleventh grade of the first semester in academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

Speaking is one of the four basic skills in learning English beside listening, writing, reading. In Indonesia, English has been taught since the students entered the junior high school. Learning speaking is not easily, so the students need to more practice to the other to communicate and the teacher should use the good way to helping them as solution for their problems. It can help the students more easily to practice.

Speaking is discussed in applied linguistic, speaking as interaction, speaking as a social and situation-based activity, these perspectives speaking as an integral part of people's daily lives.¹⁵ According Thornbury, speaking is so much a part of daily life that we take.¹⁶ It means that speaking useful to communicate what feeling we have, to give information, report, idea, instruction and so on.

From the explanation above, it is important to students to be careful in learning speaking, somebody who wants to speak English well, she/he has to know the ways of speaking English. Students needs to understand communication style and choosing words. Speaking as activities by which human being try to express feeling, opinion, to exchange information by

¹⁵Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), p. 9

¹⁶Scott Thornbury, *How to Teach Speaking* (London: Longman, 2001), p. 1

using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking.

1. Speaking Ability

Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing meaning. Linse states that when children begin speaking, they experiment and play with the utterance that are made to form words and phrases. As they grow, children integrate these words and structures into their real and imaginary play.¹⁷ It means that the speaking ability can develop as their as growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability but in reality, the students are still difficult to increase their speaking ability.

Speaking is very important that we have to learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistake will generally be more tack active, but with many errors that could become hard to break habits. Students may take a long time to speak confidently their English often contains fewer errors and they will be proud of their speaking ability.

¹⁷Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p.46.

Furthermore, speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitual to speak English. They must practice in their daily activities because speaking ability is verbal intelligent. This term is supported by Broughton. He is state that important that student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situation.¹⁸ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Meanwhile, Luoma states that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because we expect test scores to be accurate, just and appropriate for our purpose.¹⁹ It means to know the students' speaking ability, it can be measured with the appropriate assessment. Based on the explanation above, the writer concludes that the speaking ability is verbal intelligence in producing language naturally to achieve to communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency and pronunciation.

¹⁸Geoffrey Broughton, *et. al.*, *Teaching English as Foreign Language*, Second Edition (New York: Routledge, 1980), p. 82.

¹⁹Luoma, *Op. Cit.*, p. 1.

2. Students' Speaking Ability

The definition of student is someone who studies something. It can mean, one who attends a school, college or university have ways (such as course requirements, exams and grades) to attempt to ensure that those who attend will also study and learn something.²⁰ It can be concluded that students are someone who wants to learn something by learning to school or university and participating in the learning process.

Speaking is typed as an activity involving two or more people in which the participants are both hearer speaker having teach to what they hear and make their contribution at high speed.²¹ Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Research shows that ideas and information are more easily understood and processed through speech than through writing.²² It can be concluded that speaking is an activity that involves two or more people where there are listeners and some listen to explain something that is easy to understand.

Carroll noted that although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is

²⁰Donald E. Simanek, *On Being a Student, an Articles*, Lock Haven University, 1997, 2007, available on <https://bit.ly/2Xf3Urt>, accessed on 28th, January 2019.

²¹K. Johshon and K. Morrow, *Communication in the Classroom* (London: Longman, 1997), p. 17

²²Christopher Turk, *Effective Speaking: Communicating in Speech* (Cardiff: Taylor and Francis, 2003), p. 9.

seldom explicated or even considered.²³ Ability is also sometimes defined in terms of performance on a particular task or class of tasks. Whereas ability is inferred from the comparison of one individual's performance to that of other individuals (definition 1) or to an external standard (definition 2), process is inferred from the comparison of performance in one condition to performance in another condition.²⁴ It can be interpreted that ability is the standard of performance of someone with others on certain things.

From definition above, it can be concluded that students speaking ability is not only based on the time where the students have studied about speaking. They have to practice in their daily activities because speaking ability is standard of performance of someone who provides an explanation to be easily understood. The students' speaking ability in this research is their ability to producing language naturally to achieve to communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency and pronunciation.

3. Element of Speaking

According to Heaton, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at

²³J. B. Carroll, *Human Cognitive Abilities* (Cambridge: Cambridge University Press, 1993), p. 3

²⁴David F. Lohman, *Issues in the definition and measurement of abilities*, The University of Iowa, USA, Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997, available on <https://bit.ly/2NehvLc>, accessed on 29th, January 2019.

the different rates. There are five components are generally recognized in analyzing the speech process, those are:

- a. Pronunciation (including the segmental features-vowels and consonants the stress and intonation patterns)

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

- b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well.

- c. Vocabulary


As we know vocabulary is a basic element is language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.

It is clear that limited vocabulary mastery make conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension



The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.²⁵

Based on the explanation above, there are five elements of speaking they are pronunciation, grammar, vocabulary, fluency and comprehension. Those five elements have relation one with another. Good pronunciation needed to make an information or idea delivered clearly. Grammar needed to make speaking ability more excellent. We not only need one or two vocabularies but also as many as we can memorize and understand it. So,

²⁵J. B. Heaton, *English Language Test* (New York: New York Inc, 1990), p.45

all of elements are needed to produce spoken production well and make good communication for us.

4. Type of Speaking

Brown classifies the type of oral language in two parts, monologue and dialogue.

a. Monologue

Monologue is divided in two parts: planned and unplanned. Monologues means that when one speaker uses spoken language, as in speeches, lecturers' readings, new broadcast, and the like, the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material). Unplanned monologues (impromptu lectures and long stories in conversations).²⁶

b. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involve two or more speakers and can be subdivided into those oxgangs that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). Transactional dialogue, which is carried

²⁶H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), p. 251.

out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.²⁷

In this case, the writer chose monologues because this is relation with the model that writer use. Monologues can build up the students' confidence to express their idea. And give opportunities to students to challenge their knowledge about speaking ability.

5. Teaching Speaking

Teaching is an activity where the teacher delivered knowledge to students. According to Brown, teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²⁸ It means teaching is an activity done by teachers which hold all the criteria so the goal of the learning process achieved. Teaching speaking is an interactive process between teacher and students. In teaching teacher as facilitator of knowledge should make students more active to express their idea so the goals of teaching speaking achieved.

Teaching speaking seems so difficult and challenging to English teacher, teacher not only needs good method or technique but should

²⁷*Ibid*, p. 6

²⁸*Ibid*, p. 8

motivate students to build up their confidence to speak up. Teaching speaking is an important part of second language. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.²⁹ It means that teaching English goals achieved if we can communicate well. Communication is an important thing to support the ability of English as a foreign language.

Based on the explanation above we can conclude that teacher need some elements to teaching English efficiently. Teacher should choose good material, good model to make students interest in learning. Every element that teachers need should support by students' interest in learning English.

6. Types of Classroom Speaking Performance

Brown stated that there are five categorizes of speaking performance assessment tasks, described as follows:³⁰

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

²⁹Hayrie Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, *The Internet TESL Journal*, Vol. XII, No. 11, November 2006, available on: <http://iteslj.org/> on July 2nd, 2018.

³⁰Brown, *Op. Cit*, p. 271-274.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like. For example:

Mary: "Excuse me, do you have the time?"

Doug: "Yeah. Nine-fifteen."

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity

for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

Based on the definition above, it can be said that many types of classroom speaking performance and the writer will focus on extensive type. Because the extensive types is related with speaking performance that use in the research of monologue text of analytical exposition.

7. Assessing Speaking

According to Brown, there are five components are generally recognized in analysis the speech process, they are: grammar, vocabulary, comprehension, fluency and pronunciation.³¹ Based on the statement above, the writer describes the rating sheet for evaluating students' speaking ability as follows:

Table 2
Table of the Rating Sheet Score

No.	Criteria	Score	Comments
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are equate rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have through or confident

³¹H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp. 171-173

			control of the grammar.
		1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2	Vocabulary	5	Speech on all levels in fully accepted by educated native speaker in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversations non-technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the scope of his ver limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4	Fluency	5	Has complete fluency in the language such that his/her speech is fully accepted native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confident but not with facility most social situations, including introductions about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated

			native speakers.
		4	Errors in pronunciation are quite are.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric will be used to collect the data.

B. Problem Based Learning (PBL)

According to Barrows, problem-based learning is an active learning on the use of ill-structured problems as a stimulus for learning.³² Besides that in guide to problem-based learning defining, a teaching and learning methods which puts a problem first, and in which further learning is conducted in the context of that problem. In problem-based learning, the discussion and analysis of a problem starts the process of learning, rather than acting as the end point. So, based on the opinion above, the writer concludes that problem-

³²Howard S. Barrows, *Goals and Strategies of a Problem Based Learning Facilitator*, Interdisciplinary Journal of Problem based Learning: Vol. 1: ISSP. 1, Article 4. (2006), available on <https://docs.lib.purdue.edu/ijpbl/vol1/iss1/4/>, accessed on Thursday, 5th, February, 2019.

based learning is the model which solves the problem based on the current issues. Problem based learning is effective to activate prompt speaking of students as they are focusing on solving the problem and to help them to interact with peers.

According to Hung, *et. al.*, problem-based learning is an instructional model that initiates students' learning by creating a need to solve an authentic problem. During the problem-solving process, students construct content knowledge and develop problem-solving skills as well as self-directed learning skills while working toward a solution to the problem.³³ It means the objective of problem-based learning is to make students more productive and express their idea to solving the problem. Problem based learning build up the students' confidence.

1. Principles of Problem Based Learning Model

Problem-based learning is an instructional methodology; that is, it is an instructional solution to learning problems. The primary goal of PBL is to enhance learning by requiring learners to solve problems.³⁴ It is a model with the following characteristics: It is problem focused, such that learners begin learning by addressing simulations of an authentic, ill-structured problem. The content and skills to be learned are organized around problems, rather than as a hierarchical list of topics, so a reciprocal relationship exists between knowledge and the problem.

³³W. Hung, D. H. Jonassen, and R. Liu, *Problem Based Learning: Handbook of Research on Educational* (Philadelphia: Cite Seer, 2008), p. 486.

³⁴*Ibid*, p. 488.

Knowledge building is stimulated by the problem and applied back to the problem. It is student centered, because faculty cannot dictate learning. It is self-directed, such that students individually and collaboratively assume responsibility for generating learning issues and processes through self-assessment and peer assessment and access their own learning materials.

Required assignments are rarely made. It is self-reflective, such that learners monitor to their understanding and learn to adjust strategies for learning. Tutors are facilitators (not knowledge disseminators) who support and model reasoning processes, facilitate group processes and interpersonal dynamics, probe students' knowledge deeply, and never interject content or provide direct answers to questions.

2. Procedures of Problem Based Learning Model

During problem-based learning, students collaborate in small teams to explore the presented problem situation. Through this exploration students are expected to examine gaps in their own knowledge and skills in order to decide what information they need to acquire in order to resolve or manage the problem situation.³⁵ What follows is a model that summarizes the steps students take to solve the problem situation which is

³⁵M. Savin-Baden & C. Howell Major, *Foundations of problem-based learning* (Birkshire: The Society for Research into Higher Education & Open University Press, 2004), p. 3.

excerpted from and used with permission, problem-based learning by Lands Berger.

a. Explore the issues related to the problem.

Read, discuss and analyze the problem and identify its significant parts.

b. List what your team knows about the problem.

Discuss your team members' current knowledge and experiences that relate to the problem. Identify the strengths and capabilities each team member can offer as you explore solutions to the problem. Brainstorm possible solutions and accept everyone's contributions.

c. Develop and write out the problem statement in your own words.

This description should be based on what you know about the problem and what you will need to know to solve the problem. Do the following:

- 1) Get consensus from the team on the new written statement
- 2) Write the problem statement
- 3) Get feedback from your instructor (for confirmation that you are on the right track)
- 4) Be willing to change/modify the problem statement as you gather information and learn more about the problem

d. List all possible solutions to the problem.

List ideas, speculations, and hypotheses about the problem – what are its causes and in what ways might the problem be solved? Order the

possible solutions from the most likely to the least likely and choose the one your team feels is most likely to succeed.

e. List actions to be taken with a timeline.

- 1) What do we have to know and do to solve the problem?
- 2) How do we rank these actions?
- 3) How do these actions relate to our list of possible solutions?
- 4) Do we agree on these actions and if not, how do we reach consensus?

f. List what your team needs to know to solve the problem.

List what your team does not know about the problem and ask questions such as, “What do we need to know to solve this problem?” or “Can the instructor provide us with more information?”

- 1) Discuss possible resources needed to solve the problem such as the Internet, textbooks, primary and secondary sources, interviews, the instructor.
- 2) Assign and schedule research tasks to each team member.
- 3) Set deadlines for all tasks.

g. Write your team’s report with the solution to the problem that includes supporting documents.

This step can act as a preliminary step that involves a draft report or can be the final report. Check with your instructor on his or her requirements.

- 1) Prepare how you will present your findings by following the requirements for this part of the activity. Typically, each team presents their solutions as a group presentation to the entire class or stakeholders related to the problem.
- 2) The findings should include the problem statement, questions, gathered data, analysis of the data, and support for solutions or recommendations based on the data analysis. This step will show the process and the outcome of the problem-based learning activity.

h. Presenting and defending your conclusions.

An important goal in problem-based learning is to present not only your team's conclusions but also the foundation upon which they are drawn. Prepare all of the following points:

- 1) State both the original problem and your conclusions
- 2) Summarize the process in which the problem was solved: what options were originally considered, what difficulties were encountered, what resources were used.
- 3) Convince your audience of your solution by using supporting documents, interviews and guests and the reasons these pieces of evidence were used
- 4) Prepare for challenging comments and questions – clearly address and or answer what you can and if you do not have an answer, acknowledge it and refer to it for more consideration.

i. Review and reflect on your individual and team's performance.

This reflection is an important step that will help validate what you learned and how you could improve on the process. A key component of problem-based learning is the act of reflection in which students are asked to apply what they have learned in other situations (transfer of knowledge), how they will apply what they have learned in their personal lives (as students and citizens of a community) and how they will apply what they have learned in another course-related projects. Reflective thinking also helps students become more observant of their own learning environment and to pose thoughtful questions as they solve problems.³⁶

According to Walsh, there are steps in problem-based learning as follows:

- a) Identify the problem
- b) Explore pre-existing knowledge
- c) Generate hypotheses and possible mechanisms
- d) Identify learning issues
- e) Self-study
- f) Re-evaluation and application of new knowledge to the problem
- g) Assessment and reflection on learning.³⁷

³⁶J. Landsberger, *Problem-Based Learning*, 2011, available on <http://www.studygs.net/pbl.htm>, accessed on 28th, Maret 2019

³⁷Allyn Walsh, *The Tutor in Problem Based Learning: A Novice Guide* (Hamilton: McMaster University, 2005), p. 4

Based on the procedures above, there are the main steps of the PBL process and the writer will use the procedure by Lands Berger because these procedures are students who are introduced to problems, students can explore what they are doing, examine and try what students know about problems, the students produce solutions that might be able to solve the problem and consider then maintain the consequences of each solution made by students and choose the most appropriate solution.

3. Procedure of Teaching Speaking

The desired outcome of any activity in a foreign language classroom is usually achieved through the effective construction of the teacher. Based on Harmer's, an instruction unit should consist of the following stages:

a) Introduction

Explaining learners the purpose of the current lesson. Asking them to lay out their background knowledge on the topic. For example, if the topic of the lesson is purchasing a plane ticket to go abroad, students can be asked to guess the content of a possible conversation taking in a travel agency.

b) Presenting the task


In this stage, what we expect from the students to do should be explained clearly. For example, if the teacher wants the students to make a dialogue with their partners on a given topic, (s)he can make a similar dialogue with a student as a first step. To check whether the task is understood clearly by the students, they can be asked to repeat

the process. This can be done in English or Turkish depending on the level of the students. In addition, students should be given all the necessary role cards, pictures, listening and reading texts, etc. about the task.

c) Observation

The teacher's keeping track of the activity going on in the class. Teacher intervenes whenever required. This intervention does not necessarily involve the correction of errors, but rather ensuring the students' progress according to the objective of the lesson.³⁸

d) Feedback



To make the students learn about their performance at the end of the activity. In this stage, a feedback on the content of the activity rather than the grammatical accuracy would be more appropriate. Informing students what they have achieved is better than saying them what they have failed. Such a feedback would contribute to their inner motivation, sense of achievement and self-confidence. This would also have a positive contribution to low affective filter which is considered to be an essential condition in language acquisition.³⁹

e) Follow up Activity on the Topic

Finally a follow up assignment to reinforce the activities in the lesson can be given. For example, if the topic of the lesson was about

³⁸Jeremy Harmer, *The Practice of English Language Teaching* (London.: Longman, 2007), p. 134.

³⁹S. D. Krashen, *Principles and Practice in Second Language Acquisition* (U.K.: Prentice-Hall International, 1987), p. 99.

speaking activities on purchasing a plane ticket for an abroad flight, the homework could be a research on how to purchase the same ticket on the internet and presenting the data on the following class.⁴⁰

From the explanation above, it can be summarized several stages mentioned above the teacher provide an introduction and explanation of learning, then educators observe the activities carried out by students, and make feedback and follow-up activities.

4. Procedure of Teaching Speaking Using Problem Based Learning Model

To help this research, the teaching procedure of speaking using problem based learning is the result from elaboration of procedure of Problem Based Learning Model and procedure of teaching speaking, so the writer modified the procedure of teaching speaking through problem based learning to make easier for the writer to apply the lesson plans, there are:

1. Pre-teaching
 - a. The writer introduced the "unstructured" problem about the topic given to students. In this research, the topic given about the analytical exposition text.
 - b. The students discuss problems about analytic exposition texts that have not been understood yet by students.

⁴⁰Harmer, *Op. Cit.*, p. 135.

2. Whilst-teaching

- a. The students develop and write out the problem statement in their own words.
- b. Students have to gather information then students make a list of parts to solve the problem of the topic.
- c. Brainstorm about acceptable solutions to solve problems from a given topic, and provide all team members input on the solution.
- d. Then, the students who issue all these opinions and the students are required to develop solutions from those who propose problems they can solve. The writer asks the students to discuss their strengths and weaknesses which will help students provide the best solution to solve the problem and then complete the problem solving process.
- e. The students are required to include sources of information or sources of problems made, can be from the internet, interviews or others.
- f. Then, all of the students in those groups make a report of all the recommended solutions. Related topics given by the writer and published by supporting data.

3. Post-teaching

- a. The students present the results of their discussion, starting from the given problem, then giving the problem, looking for some

solutions to solve the problem, looking for supporting data to maintain the solution given to other students.

- b. The students consider several inputs from other groups, how to apply the solution or the other. This is good to help students in learning because students become more objective in solving these problems.
- c. The writer facilitates the students to reflection or completes the problem solving process.

5. The Advantages and Disadvantages of Problem Based Learning Model

The benefits of PBL in language learning are various. It is widely accepted that utilizing problem solving activity promotes construction of useful knowledge, develops reasoning strategies and effective self-directed learning strategies increase motivation for learning, and become effective collaborators.⁴¹ It means advantage of problem-based learning is to build up the students' knowledge and students brave of speaking ability.

PBL promotes meaningful interaction in the classroom. The interactions that occur while students are dealing with real world issues and problems are more meaningful and authentic than interactions produced during activities such as assigned role plays or repetition of dialogues. Based on the explanation above, it is clear that using PBL

⁴¹*Ibid*, p. 8.

model while students are focusing on the problem to be solved, they will try to overcome the linguistic hindrance, retrieve prior knowledge of the language to be used.

The disadvantages of problem-based learning are learners difficult orienting his thoughts, when not accompanied by educators and the discussion will be impressed in all directions or not focused.⁴² In this case, the teacher should guide the main idea of a problem then explain some detailed part of those problems that students need to solve. For the direction of the discussion, the teacher should conduct and correct the students' argumentation.

C. Small Group Discussion Model

Small group discussion or group learning which organizes students into small groups so that they can work to gather to maximize their own and each other's learning. According to Kindsvatter states that a small-group discussion is dividing the large classroom into small group of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.⁴³ From the above explanation, it can be concluded that the small group discussion is a model of teaching where the students will be given the materials by forming several students into groups, and then the teacher gives the material as the material for discussion. This

⁴²*Ibid*, p. 9.

⁴³R. Kindsvatter, *Dynamics of Effective Teaching* (London: Longman Published Ltd, 1996), p. 21

was done to make the students able to speak in expressing ideas and opinions in a topic. Discussions are also used to make students able to make conclusions in a good cooperation.


5. Principles of Small Group Discussion Model

The principle of small group discussion as in the following:

a. Experiential Learning

We learn best when we are actively involved in the learning process.

Using the discussion model, a student's concrete, personal experiences are followed by observation, reflection, and analysis of these experiences. This process leads to formulation of abstract concepts and



generalizations, which, in turn, leads to hypotheses to be discussed and tested in future experiences.

b. Emphasis on Students

Students' experiences serve as the basis for the discussion although the teacher must have a specific goal in mind and a general framework for reaching the goal, student input determines the specific direction the discussion takes.

c. Focus on Critical Thinking

Developing critical thinking skills involves consideration of three areas: instructional design, a focus on learning by doing, and strategic teaching.

d. Phases to Foster Critical Thinking

1. Identify the students' existing ideas and focusing phase.

2. Activity or situation that challenges the students' initial ideas
3. Application Phase.⁴⁴ It means that students can explore and identify their ideas to be applied.

From definition above, it can be concluded that there are three basic principles in small group discussion, namely experimental learning, emphasis on students and focus on critical thinking. Good learning is when learning activities are active and all involved, so students can discuss with teachers and students can think critically and be able to develop their ideas.

6. Procedure of Small Group Discussion Model

Dobson explains that discussion for use in small group discussion is outlined as follows:⁴⁵

- a. Divide the class into small- group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.
- b. Allow the groups to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they

⁴⁴Beebe, S. A., & Masterson, J. T., *Communicating in Small Groups: Principles and Practices*, UNCG University Speaking Center, (336)256-1346, 1986, speakingcenter.uncg.edu, pp. 77-87.

⁴⁵J. Dobson, *Effective Technique for English Conversation Groups* (Washington: English Language Program Division Bureau of Educational and Cultural Affairs United States Information Agency, 1981), Pp. 62- 63

should elect a spokesman who will report on the group collective thoughts to entire class.

- c. Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him who anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group. Follow the same procedure with the remaining groups until all groups have given their presentation.

7. Procedure of Teaching Speaking Through SGD Model

According to Kelly and Stafford, to applied small group discussion, the procedure as follows:

a) Introductions

There are some way activities that can be used as introduction such as:

- 1) Individuals introduce themselves to the whole group;
- 2) People pair off and talk to each other and report back;
- 3) Small groups discuss what they have in common and report back.


b) Ground Rules

Teachers should make clear to the group at the first meeting what is expected of them and what rules will govern future group meetings, for example, what are the rules governing lateness, disruption of the group's activities, methods of participation, as well as rules for speaking in the group, seating, cancellation of class, and so on. If the group is sufficiently mature, it is also a good idea to provide group

members with the opportunity to discuss and modify rules for operating before a final contract is agreed on. Once the ground rules are established, it is up to the teacher (or the group as a whole) to make sure that they are reinforced.

c) Subsequent Meetings

Each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, provide a working structure and link the sessions to previous and future sessions. For example, the following plan might be displayed on a poster, on the Whiteboard, or on an overhead transparency.

- 
- 1) Introduce new members or visitors;
 - 2) Resolve administrative issues;
 - 3) Review previous week's work;
 - 4) Students report on progress with a task or report unfinished business;
 - 5) Outline the task for today;
 - 6) Today's task performed;
 - 7) Review progress;
 - 8) Project forward to next session;
 - 9) Conclude session.

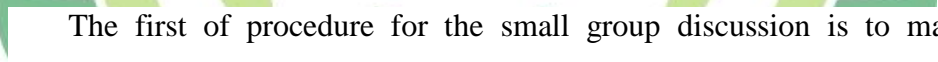
d) Restarting After a Break

Some groups stay together over more than one teaching semester or term and if there has been a break for any reason, you need some

procedures for bringing the group together again, no matter how cohesive it was when you last met. You also need to conclude any unfinished business and to signify that the group is moving forward.

e) Encouraging Participation

In many cases students may be reluctant to participate in group discussion because they are not sure of the conventions for speaking, for example, how to take turns, when it is permissible to interrupt, and so on. Furthermore they may think that they do not know enough to make a contribution and fear being assessed negatively on the basis of their spoken contribution.⁴⁶



The first of procedure for the small group discussion is to make students into small groups and each group making a small circle. Teacher tell the time used for discussion and the teacher gives a task to be discussed in each group. Teacher tells how to report the results of the discussion like summaries, conclusions or solutions to problems. The last procedure is the teacher appoint a representative from each group to present the results of their discussions in the form of a summary.

8. The Advantages and Disadvantages of SGD Model

Here are some advantages SGD model as the speaking activity in the class room:

⁴⁶Kelly and Stafford, *Managing Small Group Discussion* (Workshop Series no. 9, 1993), p. 12.

- a. The group will most likely have access to much more information than any member processes.
- b. The group can focus multiple attentions and diverse energy on a topic.
- c. The group may be more thorough in dealing with a topic than any individual might be.⁴⁷

In the other hand, here are some disadvantages of SGD model, they are:

- a. It will probably take a lot of time to create, maintain, and repair the human relationship involved in a group.
- b. Your group may generate conflict which hurts people's feelings and otherwise undermines their relationship.
- c. You may misunderstand other group members' intentions or messages.
- d. Some group members may attempt to deceive, manipulate, or betray the trust of other members.⁴⁸

Just like a piece of coin having two faces, everything has its own good and bad. Group discussion also has both advantages and disadvantages. The primary difficulties in using group discussion are: group work takes a lot of time in class.⁴⁹ The primary difficulties in using group discussions are: group work requires a lot of time in class to overcome the main difficulties in learning small group discussion, the writer will maximize

⁴⁷J. T. Wood, *Communication in Our Lives* (Belmont: Wadsworth, 1997), p. 270.

⁴⁸G. Galanos and K. Adams, *Effective Group Discussion: Theory and Practice* (New York: Mc-Graw Hill, 2004), p. 5

⁴⁹A. Urquhart, *Second Language: Process, Product and Practice* (London: Longman, 1998), p. 17

time effectively and conductively by directing and guiding students to follow the procedure appropriately.

D. Frame of Thinking

In teaching and learning English, we need not only the suitable for the students but also the appropriate technique in giving material which make students interest in learning English in the classroom. The main aim teaching and learning English is to enable the students to use English in the real-life situation and the real-life communication. Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. It has been taught since the students entered in junior high school. Speaking will use to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want talk about, what feeling we have and so on.

Teaching and learning speaking usually use the monotonous technique; it makes students feel bored in learning English, especially speaking. The students will have much time to practice their speaking ability not only inside the class but also outside and helps them become socialized and makes students become more active in the learning process and at the same time makes their learning more meaningful and fun for them. In this case, the writer focuses on speaking ability. From the data that the writer get from the teacher and students at the school, the English teacher used small group discussion in teaching speaking. Small group discussion is a model of

teaching where the students was given the materials by forming several students into groups, and then the teacher gives the material as the material for discussion. This was done to make the students able to speak in expressing ideas and opinions in a topic. Discussions are also used to make students able to make conclusions in a good cooperation.

Teaching speaking needs a good model, so that the students would not feel bored and unmotivated. In this case the writer wants to observe the model by using problem-based learning to increase and give motivation students. Problem-based learning is to make students more productive and express their idea to solving the problem. Problem based learning build up the students' confidence.

By using problem-based learning can help teacher and students in teaching and learning speaking process. It can improve the students' mind to solve a problem. The students should be able to find the solution of some problem that happen in the real life especially in English learning. Problem based learning is designed to provide the students in many opportunities to increase their speaking ability when they solve a problem and express ideas. By using problem-based learning model is able to develop student motivation so students will be confident to speak in front of the class. The students have difficulty to speak fluently because they lack vocabulary mastery, the problem-based learning model encourages students to optimize their metaphorical abilities. The problem-based learning model encourages

students to have high self-esteem and be able to learn independently so that students do not feel bored during the learning process.

Based on the description above, the writer assumes that using problem-based learning in teaching speaking in the classroom was attractive the students 'interest and increase their motivation to speak their idea. Because they deliver their own knowledge or their own opinion about something, it makes them more actively to speak up in front of their friend.

E. Hypothesis

Based on the theoretical assumption, the writer was formulated the hypothesis:

H_a : There is a significant influence of using problem based learning model towards students' speaking ability at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

H_0 : There is no significant influence of using problem based learning model towards students' speaking ability at the eleventh grade of the first semester of MAN 1 Lampung Tengah in the academic year of 2019/2020.

REFERENCES

- Arikunto, Suharsimi. 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, Donal, *et al.* 2006. *Introduction to Research in Educational*. Eight Edition. Wards worth: Cengage Learning.
- Broughton, Geoffrey, *et al.* 1980. *Teaching English as Foreign Language*. Second Edition. New York: Routledge.
- Brown, H. Douglas. 2001. *Teaching by Principle An Interactive Approach to Language Pedagogy*. Second Edition. New York: Longman.
- _____. 2007. *Principles of Language Learning and Teaching*. Fifth Edition. New York: Pearson Education.
- Bulatau, J. 1971. *Teknik Diskusi Berkelompok*. Yogyakarta: Yayasan Kanisius.
- Celce-Murcia, Marianne. 2014. *Teaching English as Second or Foreign Language*. Fourth Edition. Rowley: National Geographic Learning.
- Creswell, John W. 2012. *Educational Research: Planning and Conducting Quantitative and Qualitative Research*. Boston: Pearson.
- Gay, L. R. 1987. *Educational Research: Competencies for Analysis and Application*. Third Edition. Columbus Ohio: Merrill Publishing Company.
- Heaton, J. B. 1990. *English Language Test*. New York: New York Inc.
- Hornby, AS. 1995. *Oxford advanced learners' dictionary of current English*. Oxford: Oxford University Press.
- Fraenkel, Jack R and Norman E. Wallen. 2003. *How to Design and Evaluate Research in Education*. Seventh Edition. New York: Mc Graw. Hill Inc.
- Schreiber, James B and Kimberly Asner-Self. 2011. *Educational Research, The Interrelationship of Question Sampling, Design and analysis*. New Delhi: John Willowy and Sons Inc.
- Borden's, Kenneth S and Bruce B. Abbott. 2011. *Research Design and Methods: A Process Approach*. Eighth Edition. New York: McGraw-Hill Companies.

Linsey, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.

Louma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press

Mujis, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.

Setiyadi, Ag. Bambang. 2006. *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.

Sugiyono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfa Beta.

Barrett Terry and Sarah Moore. 2011. *New Approaches To Problem Based Learning Revitalizing Your Practice in Higher Education*. Second Edition. New York: Routledge.

Turk, Christopher. 2003. *Effective Speaking: Communicating in speech*. Cardiff: Taylor and Francis.

Walsh, Allyn. 2005. *The Tutor in Problem Based Learning : A Novice Guide*. Hamilton: McMaster University.

Wilkins, D. A. 1980. *Linguistics in Language Teaching*. London: Edward Arnold Publisher.

Hung W, D. H. Jonassen, and R. Liu. 2008. *Problem Based Learning : Handbook of research on educational*.

Journal Reference:

- Beebe, S. A., & Masterson, J. T. 1986. *Communicating in small groups: Principles and practices*. Available on: <http://speakingcenter.uncg.edu>. Accessed on Juny 29th, 2018.
- Howard S. Barrows. 2006. *Goals and Strategies of a Problem Based Learning Facilitator*. Available on: <http://interdisciplinary.journal.pbl>. Accessed on May 03rd, 2018.
- Kayi, Hayrie. 2006. *Teaching Speaking: Activities to promote speaking in a second language*. Available on: <http://iteslj.org/>. Accessed on July 2nd, 2018.
- Mundle, Ganesh B. 2007. *Teaching Receptive and Productive Language Skills with The Help Of Techniques*. Available on: www.puneresearch.com. Accessed on July 2nd, 2018.
- Ninda Cynthia Pradani. 2015. *The Effect Of Problem Based Learning (Pbl) Learning Models Into Jigsaw On Critical Thinking Ability And Student Learning At The Eleventh Grade Student Of SMA Brawijaya Smart School*. Available on: <http://jurnal-online.um>. Accessed on May 15th, 2018.
- Sitti Mahillah. 2010. *The Influence of Discussion Technique on Speaking Ability At The Eight Grade of Madrasah Tsanawiyah At-Taqwa Tangerangng*. Available on <http://jurnal-online.um>. Accessed on June 15th, 2018.
- Zainu Sierly Amalia. 2015. *The Effect Of Problem Based Learning Model To The Tenth Grade Students' Reading Comprehension At SMK PGRI 2 Kediri*. Available on: <http://jurnal-online.um>. Accessed on June 17th, 2018.